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Abstract

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INSTRUCTIONAL OBJECTIVES FOR A JUNIOR COLLEGE COURSE IN REMEDIAL ENGLISH

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JC 690 405

REMEDIAL ENGLISH OBJECTIVES: SET # 1

OBJECTIVES: TERMINAL.

General:

(I) The student will know and recognize the most basic elements of the English language.

Specific: Given a list of twenty sentences some of which do and some of which do not have SPELLING, CAPITALIZATION, and APOSTROPHE errors, the student will correctly indicate in at least fifteen of the twenty cases and in a period of ten minutes which sentences are and which sentences are not properly written.

Specific: Given a list of twenty sentences which contain an italicized word that has been taken from the reading material, the student will select the correct synonym out of the four presented after each sentence. He will identify at least fifteen of the twenty italicized words correctly in a period of ten minutes.

General:

(II) The student will be able to know and recognize correct usage

of the parts of speech.

Specific: Given a list of twenty sentences each of which is divided into three section: "A", "B", and "C", and do and do not contain errors in usage of parts of speech; the student will correctly indicate those which are properly written and those which are not in a period of ten minutes. In those that are inproperly written, the student will indicate which section of the sentence contains the error by the use of the above triplicity.

General:

(III) The student will know and recognize correct sentence structure.

Specific: Given a list of twenty sentences some of which contain and some of which do not contain common errors in sentence structure, the student will correctly identify those which do and those which do not in fifteen cases in a period of ten minutes.

General:

(IV) The student will plan, write, paragraph, and punctuate his theme correctly.

Specific: Given twenty minutes time, the student will plan a theme on any subject-theme in the text. This plan will conform to those suggested in the text.

Specific: Given sixty minutes time, the student will implement his theme-plan in class into a two hundred and fifty word theme. Stylistic criteria will be based upon those used in the text.

Specific: Given the above opportunity to write a class theme, the student will display a control of paragraphing and punctuation.

PURPOSES OF COURSE

1. To make the student a more proficient writer and reader.
2. To provide the student with the fundamentals of literary composition, that are essential to meaningful communication today.
3. To allow the student to pursue further college English courses.

GENERAL GOALS and OBJECTIVES

Goals. Not to destroy utterly the little amount of literary appreciation the student may bring with him to the course and at the same time achieve the above purposes.

Objectives: Nonterminal.

General:

(I) The student will be able to know, recognize, and use the most basic elements of the English language.

Specific: Given a pre-announced list of four hundred most commonly misspelled English words, the student will correctly spell 80% of them in four out of six spelling exams of one hundred words each. The student will correctly use a similar percent of these words correctly when writing his themes in the second half of the semester.

Specific: Given a properly written essay of one page that is, however, unpunctuated, the student will be able to punctuate it correctly. In writing themes he will implement this knowledge.

Specific: Given an essay to write in class consisting of 250 words, the student will use the principles of capitalization correctly.

Specific: Given an opportunity to identify the parts of speech orally in class, the student will do so correctly.

General:

(II) The student will be able to know, recognize, and use correct usage of the parts of speech.

Specific: Given forty sentences with alternates for either subjects or verbs, the student will select the correct alternate in at least thirty of the forty cases. In written class themes, the student will implement this knowledge.

Specific: Given thirty-five sentences with alternate pronouns, the student will select at least thirty of the thirty-five alternatives correctly. In class themes, this knowledge will be implemented.

Specific: Given a list of forty sentences with adjectives, adverbs, conjunctions, and prepositions italicized in each sentence, the student will correctly identify the italicized word as a part of speech in thirty of the forty cases.

Specific: Given a list of forty sentences with alternate verb forms, the student will select the correct form in at least thirty cases. This knowledge will be implemented in class themes.

Specific: Given a list of forty sentences with a word in each that is presented both as an adjective and an adverb, the student shall select the proper one depending upon the usage in the sentence in thirty cases. This will be used in class themes.

Specific: Given a list of forty sentences with two pronouns in alternate cases in each sentence, the student will select at least thirty of the forty cases correctly. This knowledge he will implement in his class themes.

General:

(III) The student will be able to know, recognize, and use correct sentence structures. He will know and recognize the most commonly misused sentence structures, and he will not use these.

Specific: Given a list of forty sentences containing prepositional, verbal, participial, gerund, and infinitive phrases; the student will correctly identify thirty of the forty selections, properly identifying the italicized phrase. This knowledge will be displayed orally in class discussions.

Specific: Given a list of forty sentences containing independent, dependent, adjectival, adverbial, and nounal clauses; the student will correctly identify each in thirty cases.

Specific: Given a list of forty sentences the student will identify those which are simple, compound, complex, and compound-complex correctly in thirty of the forty cases.

Specific: Given a list of forty sentences, some of which are properly constructed and some of which contain sentence fragments, the student will identify the fragmented or proper sentences correctly in thirty cases. He will do the same with similar lists which contain, however, run-together sentences (comma splices), dangling modifiers, misplaced modifiers, faulty parallelism, and faulty pronoun references.

General:

(IV) The student will be able to punctuate sentences correctly.

Specific: Given a list of forty sentences the student will separate the independent clauses, those elements in a series, separate coordinate adjectives, and those elements of a sentence that unless done so would cause a lack of clarity--those are to be separated with commas. In an other list of forty, the student will separate nonrestrictive modifiers and appositives; set off sentence modifiers, contrasted sentence elements, introductory adverbial clauses and verbal phrases, adjectives out of their normal order, interrupting words and phrases, dates and addresses, names of people addressed, direct quotations, echo questions, and mild interjections, etc. Such uses will be moderatedly demanded in class themes.

Specific: Given a list of thirty sentences correctly and incorrectly punctuated with terminal marks such as periods, exclamation marks, and question marks; and internal marks such as semicolons, colons, dashes, parentheses, italics, and quotation marks; the student will correctly identify those sentences that are and those that are not properly punctuated in at least twenty-two cases.

General:

(V) The student will be able to plan and execute good paragraphs and college themes.

Specific: Given twelve opportunities to write a theme of two hundred and fifty words in class, the student will show a progressive group of the unity, consistancy, order, and coherence

of paragraphing; and increasing ability to employ previously conceived theme plans which consist of selected topics and theses, in addition to the creation of a theme outlines.

General:

(VI) The student will read the thirteen assigned short stories with attention.

Specific: Given the assignment of a short story to read, the student will recall the content consisting in the most basic sense of the words used (meaning), the important characters, the plot and its relation to the principal characters, the form, the intention of the author and his techniques, and finally, the aspect of human nature that the major characters are intended to represent if such is the intended device. These aspects of attentive reading will be evaluated in class and in some instances, their existence, that is to say, an awareness of their existence, shall be all that is required.

REMEDIAL ENGLISH OBJECTIVES: SET # 2

Unit I. Recognizing Sentence Elements (Note to test that each assignment is due is included on the assignment sheet.)

The student must recognize the main elements that comprise each sentence that is written or spoken. He must know how words are used and how they function together to convey thought. In any language study, foreign or one's own native English, the fundamentals must be learned; it is from this foundation that all else builds to enhance and embellish thought.

I. Goal: The student will understand and be able to recognize the four main sentence elements: subjects and verbs, connectives, phrases, and clauses.

Objective: 1. Given an exercise of twenty sentences from the homework assignment, the student will be able to identify aloud the subject and predicate in class as he is called upon to recite.

Objective: 2. Given an exercise of ten sentences using connectives correctly from the homework assignment, the student will be able to write any of the sentences on the chalkboard when called upon.

Objective: 3. Given a grammar exercise of twenty-five sentences in recognizing prepositional phrases from the homework assignment, the student will be able to identify each one aloud in class and tell whether the phrase is adjectival or adverbial, as he is called upon.

Objective: 4. Given an exercise of twenty sentences containing subordinate clauses, the student will be able to identify each and tell whether it is adverbial, adjectival, or noun when called upon.

Objective: 5. Given a grammar test on sentence elements of 83 points, the student will follow the directions to answer each of the blanks in one hour and fifteen minutes of class time. (The 90%, 80%, 70%, 60% grading criterion will be followed.)

II. Goal: The student will have a knowledge of spelling rules and will learn to master 500 of the most commonly misspelled words.

Objective: 6. Each week the student will be able to spell correctly each of the spelling words (number will vary) that is dictated to him from the assigned list at the end of the textbook. (The grading scale will be one missed, a B; two missed, a C; three missed, a D; and four missed, an F.)

Unit II. Sentence Constructions and Common Errors (Dates for each assignment are included on the assignment sheet.)

After the student has mastered the sentence elements, he is able to concentrate on harmony within the sentence. Although most people can easily construct something which they feel is a sentence because their ears are attuned to that unit of thought, the agreement of parts within the sentence requires some knowledge of the rules of formal English. It is in this unit that the student can learn to "speak" correct English and know why he chooses one form of a word over another; he can learn to polish his sentences and add variety to them. The fundamental elements of each sentence are requisite; but thought embellishment requires a knowledge of additional modifiers. The student will be especially confident of refinement in his speech after completion of this unit.

I. Goal: The student will understand sentence constructions to avoid common errors in each of the following: agreement of subjects and verbs, agreement of pronouns and antecedents, reference of pronouns, case of pronouns, sentence fragments, run-together sentences, misplaced modifiers, dangling modifiers, and faulty parallel structure.

Objective: 1. Given a list of twenty-five sentences from the homework assignment, the student will be able to give the subject and the agreeing form of the verb for any of the sentences when called upon to recite in class.

Objective: 2. Given a list of ten sentences from the homework assignment, the student will be able to name the correct pronoun form and name its antecedent when called upon to recite in class.

Objective: 3. In class, the student will be able to write the three pronoun cases and enumerate the first, second, and third person pronouns that are included within each case. 10 minutes. The student must

write at least five pronouns for each case for minimum standards.

Objective: 4. Given a list of ten sentences from the homework assignment, the student must be able to explain orally each fragment or run-together sentence and be able to correct it when called upon to recite in class.

Objective: 5. Given a list of fifteen sentences from the homework assignment, the student must be able to correct orally each of the sentences containing misplaced and dangling modifiers when called upon.

Objective: 6. Given a list of ten sentences with faulty parallel structure, the student will rewrite each of the sentences applying his understanding of good parallel structure. The lower limit of acceptability is 6 correct sentences in an examination period of 45 minutes.

II. Goal: The student will display his ability to recognize incorrect English constructions when he sees them.

Objective: 7. Given a test on sentence constructions and common errors 64 sentences, the student will be able to identify incorrect sentences and choose the correct word form. Time: 1 hour and 15 minutes. (The 90%, 80%, 70%, 60% grading criterion will be used.)

Unit III. Punctuation (Exact dates for each assignment are included on the assignment sheet.)

Because voice inflection often gives the auditor some clue to the meaning intended by the speaker, it is less easy to misconstrue spoken English than written English. In writing, the reader's only signal to pause or stop or start again is the punctuation that the writer has included. If he fails to include the appropriate punctuation mark, then the reader is bogged down in a morass of words and will oftentimes miss the writer's main point completely. The student, therefore, must learn the proper use of these "signals" to convey his thought in writing as lucidly as possible.

I. Goal: The student will understand and know where and how to use correct punctuation: punctuation to separate equal elements, commas to set off .. secondary elements, and other marks of punctuation.

Objective: 1. Given a list of twenty-five sentences from the homework assignment, the student will be able to supply the correct commas orally when called upon to recite in class.

Objective: 2. Given a list of twenty sentences from the homework assignment, the student will be able to supply the correct marks of punctuation (periods, semicolons, colons, exclamation points, brackets, hyphens, parentheses) when called upon to recite orally in class.

Objective: 3. Given an incorrectly punctuated paragraph, the student will punctuate it correctly. From the list of rules provided, he must indicate the rule that has been violated in an examination period of 35 minutes, with the 90%, 80%, 70%, 60% grading criterion.

Unit IV. Vocabulary (Exact dates for each assignment are included on the assignment sheets.)

An extensive vocabulary is important and necessary to communicate effectively in oral and written expression; moreover, to understand another's writing in books, periodicals, and letters requires a good command of the words in the English language. In some instances, the student is able to grasp the meaning of a word from the general context of the material he is reading and learn to apply it in his writing when he needs the word to express his thought. But for the most benefit students should have a disciplined study of vocabulary to inculcate an interest in the never ending project of learning new words.

I. Goal: The student will broaden his vocabulary to express himself more facilely and to comprehend the thoughts of others more readily.

Objective: 1. Given a weekly vocabulary test of twenty vocabulary words taken from a list provided at the beginning of the course, the student will be able to spell and correctly use each word in an original sentence during class. Time: 15 minutes. (The 90%, 80%, 70%, 60% grading criterion will be used.)

Objective: 2. Given two unit vocabulary tests during the course (dates announced on assignment sheets) of 53 and 65 points respectively, the student will be able to define the vocabulary words, give their part of speech, and according to the most effective meaning for each sentence, insert the appropriate words in the sentences listed. Time: 1 hour. (The 90%, 80%, 70%, 60% grading criterion will be used.)

Objective: 3. Given a final vocabulary test of 157 points at the end of the course, the student will use the words correctly in the listed sentences to show his mastery of their meanings. Time: 1 hour and 30 minutes. (The 9%, 80%, 70%, 60% grading criterion will be used.)

REMEDIAL ENGLISH OBJECTIVES: SET # 3

English A - Basic English Review

Unit I

Spelling

Basic to the writing of generally acceptable English is correct spelling. In this course the student will learn to spell by grasping the underlying principles. He will also learn to listen for the sound in words which help him apply the principles correctly.

Objectives

Assignment:*			
Spelling by Principles,	I.	Goal:	The student will understand the principles regulating the doubling of a final consonant.
p. 1-20		Objective: 1.	Given a list of words and endings in class, the student will form new words, doubling the final consonant when correct. 80%
	II.	Goal:	The student will know the principles underlying the dropping or retaining of final silent e when a suffix is added.
p. 21-39		Objective: 2.	Given a list of words and endings in class, the student will form new words, dropping the final silent e when correct. 80%
	III.	Goal:	The student will know rules and exceptions for the correct use of ie or ei.
p. 40-57		Objective: 3.	Given a list of words in class from which the letters i and e are missing, the student will supply them in the correct order. 90%
	IV.	Goal:	The student will understand the principles governing the changing of y to i when a suffix is added to a word.

*The assignment for Unit I is the programed text, Spelling by Principles. Beside each objective pages to be studied for that section are noted.

Objective: 4. Given a list of words ending in y, and a list of suffixes, the student will form new words correctly, changing the y to i when necessary. 80%

Goal: The student will know the rules for forming noun plurals correctly.

Objective: 5. Given a list of plural nouns in class, the student will identify those correctly spelled. 80%

Goal: The student will learn to listen for the sound of the unstressed vowel. He will understand the effect of accent-shift on the spelling of the originally unstressed vowel.

Objective: 6. Given a list of words in class with unstressed vowels, the student will supply a related key word for each with a stressed vowel. 70%

Goal: The student will understand principles that help in correct spelling when similar sounding suffixes are added.

Objective: 7. Given a list of words and word roots, and suffixes in class, the student will correctly form new words. The suffixes will be those which sound alike: ian/ion; ly/ally/;ify/efy; sede/ cede/ ceed. 75%

Goal: The student will know the rules for forming new words correctly from words, or word roots, and prefixes.

Objective: 8. Given a list of words in class, the student will identify the prefix and root word in each.

9. Given a list of word meanings, word roots, and prefixes in class, the student will spell new words. 75%

Unit II

Parts of Speech

This unit is the first of five units dealing with grammar. Grammar, as presented here, is not a set of rules but a description of the way language works, of how words behave together, and their relationship to each other as they function in a sentence. It is first necessary, therefore, to know some grammatical ways to describe individual words in order to understand the part each plays in a sentence.

Objectives

Assignment:* I. Making Sense out of Grammar, pp. 1-13 ex. 1, 2	Goal:	The student will know the characteristics of naming words. (Nouns and pronouns)	
	Objective:	1.	Given sentences in class, the student will identify nouns by their classes or their function in the sentence. 80%
		2.	Given sentences in class using pronouns, the student will identify personal, demonstrative, relative, interrogative, indefinite, and reflexive pronouns. 75%
	II. Goal:	The student will describe asserting words. (Verbs)	
pp. 14-18 ex. 3	Objective:	3.	Given sentences in class, the student will note the person, number, and tense of the verb. 75%
pp. 19-20 ex.4		4.	Given sentences in class, the student will identify the voice of the verb and note whether it is transitive or intransitive. 8

*The assignments for the remaining units in English are all from the text, Making Sense out of Grammar. Beside each objective, the assigned pages and self-scoring exercises are noted.

III. Goal: The student will know the characteristics of modifying words. (Adjectives and adverbs)

Objective: 5. The student will use adjectives, adverbs, and transitional adverbs in sentences in class. 85

pp. 21-35
ex. 5, 6

IV. Goal: The student will understand the characteristics and uses of words that connect. (Prepositions and conjunctions)

pp. 25-34
ex. 7

Objective: 6. Given sentences in class, the student will distinguish between prepositions, coordinating conjunctions, "simple" subordinating conjunctions, and "acting" subordinating conjunctions.

Unit III

Sentence Patterns: Subject, Completer, Modifier, Verb, Connective

Following the understanding of the nature of individual words is the examination of their function in sentence patterns. The student is now looking at the simple, basic sentence, containing subject and predicate, and expressing a complete thought.

Objective

Goal: The student will understand the basic sentence pattern.

pp. 35-43 ex. 8,9 (for both objectives)

Objective:

1. Given sentences in class, the student will underline the subject and complete verb. 85%
2. Given sentences in class, the student will identify direct objects, indirect objects, retained objects, predicate nouns, and predicate adjectives. 85%

Unit IV

Verbals and Phrases

Not only single words but groups of words have definite characteristics and proper ways of functioning in a sentence. The simpler group is the phrase. A knowledge of the make-up of different types of phrases and of their uses in the sentence will avoid many sentence errors. Among the most common is the sentence fragment, the result of faulty understanding of the verbal phrase.

Objectives

Goal: The student will understand the verbal, the verbal phrase, and other phrases.

pp. 44-56 ex. 10, 11 for both objectives

Objective: 1. In class, the student will distinguish between the correct and incorrect use of verbals in sentences. 85%

2. In class, the student will identify verbal phrases, absolute phrases and prepositional phrases. He will state whether they are used as nouns, adjectives, or adverbs. 75%

Unit V

Sentence Patterns: Simple, Compound, Complex

Clauses, like phrases, are word groups operating together as a unit in the sentence. Like a sentence, they contain subjects and predicates, but they do not always express a complete thought. The student must be able to distinguish independent from dependent clauses as well as how to punctuate sentences according to the nature of the clauses.

Objectives

Goal: The student will understand the construction and punctuation of simple, complex and compound sentences.

pp. 57-65 ex. 13	Objective:	1. In class the student will differentiate between correctly and incorrectly punctuated connected independent clauses used in sentences.	85%
pp. 66-68 ex. 14		2. In class, the student will state whether groups of words in sentences are phrases, independent, or dependent clauses.	80%
pp. 69-74 ex. 15, 16		3. In class, the student will note whether dependent clauses are used as nouns, adjectives, or adverbs.	80%
pp. 75-78 ex. 17		4. Given a list of sentences in class, the student will differentiate between essential (restrictive) and non-essential (non-restrictive) clauses.	80%
pp. 79-82 ex. 18		5. In class, the student will correctly label simple, compound, and complex sentences, and sentence fragments.	75%

Unit VI

Problems of Agreement and Reference

Correct agreement and reference of words and phrases are necessary for lucid writing. Pronouns must agree with their antecedents in person, number, and gender. Too, they must refer to specific antecedents to avoid ambiguity. Verbs, also, present problems of agreement. They must agree with their subject in person and number. Correct reference of modifiers, too, is vital to clear writing. Their misuse leads to confusing "dangling" and misplaced modifiers.

Objectives

Goal: The student will understand the correct handling of problems of agreement in pronouns and verbs, and of reference in pronouns and modifiers.

pp. 93-96 ex. 19 — Objective: 1. In class, the student will identify correct agreement of pronouns and antecedents, and correct reference of pronouns to antecedents. 80%

pp. 97-101 ex. 21 — 2. Given sentences in class, the student will point out correctly used, "dangling," and misplaced modifiers. 85%

pp. 90-96 ex. 20 — 3. In class, the student will distinguish between correct and incorrect subject-verb agreement. 80%

Unit VII

Punctuation, Capitalization,
Miscellaneous Signs

Punctuation is used in writing to clarify the meaning. Correct capitalization, and correct usage of miscellaneous signs also are necessary for acceptable writing.

Objectives

I Goal: The student will know the correct use of punctuation marks.

pp. 108-110 ex. 21 Objective 1. Given a series of unpunctuated sentences in class, the student will insert the correct punctuation marks, choosing from among commas, semicolons, colons, and double quotation marks. 80%

II Goal: The student will have a grasp of correct usage of capitalization and miscellaneous signs.

pp. 111-117 ex. 22 Objective 2. Given a series of sentences in class, the student will demonstrate the correct usage of capital letters, italics, apostrophes, and hyphens. 80%

Unit XIII

Unity

A paragraph must have unity if its meaning is to be clear. To achieve unity, it must have a controlling thought, expressed or unexpressed. The way in which this central idea is related to the other ideas in the paragraph determines the unity, or lack of unity, of the paragraph.

Objectives

I Goal: The student will understand the need for a controlling thought in a paragraph to which all the other ideas are related.

Assignments:*

Better Paragraphs, pp. 1-4 ex. A p.4

Objective:

1. Given a series of paragraphs in class, the student will identify the topic sentence in each. 90%

pp. 9-14

2. In class, the student will write a paragraph of 75 to 150 words containing a topic sentence and at least 5 other sentences related to the idea of the topic sentence. 75%

pp. 9-14 ex. A p.13

3. Given in class a topic sentence and a group of accompanying statements, the student will indicate which statements are related to the controlling idea. 80%

pp. 1-4

4. The student will bring to class a paragraph from a current magazine with the topic sentence underlined. 80%

pp. 4-9 ex. B p.8

5. Outside of class, the student will write a paragraph of 75 to 150 words, labelling the topic sentence, the major and the minor supporting sentences. 75%

*The assignments for English B are from the text, Better Paragraphs. Beside each objective, the assigned pages and exercises are noted.

II Goal: The student will recognize the function of the principle of coordination and subordination in the paragraph.

pp. 28-37
ex. A

Objective: Given in class a topic sentence and a series of numbered groups of ideas, the student will write a paragraph paying particular attention to the principle of coord'nation and subord'nation. 80%

pp. 28-37

7. Outside of class, the student will write a paragraph of 75 to 150 words with a topic sentence. He will use at least 4 simple and 6 complex sentences to develop the main thought. 80%

Unit IX

Coherence

Coherence is essential for clear meaning in a paragraph. Even though a paragraph has a controlling idea it may not be coherent. Sentences must be arranged with some scheme of order and a consistent point of view must be maintained if the idea in a paragraph is to be logically developed.

Objectives

I. Goal: The student will understand methods of ordering ideas in a paragraph.

pp. 39-45 ex. A, B p.40 — Objective: 1. Given three paragraphs in class, the student will identify the method of ordering ideas in each. 80%

pp. 42,43 — 2. In class, the student will write a paragraph developing the idea by either going from general to concrete or from concrete to general. 75-150 words. 80%

pp. 44,45 ex. A, p.45 — 3. Outside of class, the student will write a paragraph of 100-200 words using the order of climax. 75%

pp. 39,40 — 4. Given a series of items in class, the student will arrange them in chronological order. 85%

II. Goal: The student will understand ways to increase coherence in a paragraph by the use of transitional expressions.

pp. 45-47 — Objective: 5. Outside of class the student will write a paragraph of 100-200 words underlining the transitional expressions he uses. 75%

pp. 45-47 — 6. Given a paragraph in class without transitional expressions, the student will rewrite it, supplying the necessary expressions. 75%

III. Goal: The student will understand consistency in point of view in the paragraph.

pp. 47-50 Objective: 7. Given sentences, or short paragraphs, in class, the student will identify the type of inconsistency in point of view. 85%

8. Outside of class, the student will write two paragraphs on the same topic, one in the first person and one in the third. 75-150 words, each 80%

pp. 50-55 IV. Goal: The student will learn the importance of pronoun reference in the paragraph.

Objective: 9. Given a passage in class, the student will list in order the pronouns and possessive adjectives that aid coherence. 75%

Unit X

Paragraph Development

There are many methods of developing the controlling thought in a paragraph. It would be impossible to catalogue all of them. They can be used singly or combined. However, it is possible to learn some of the techniques which are helpful in developing ideas in a paragraph.

Objectives

Goal: The student will know techniques for developing the central idea in a paragraph.

pp. 16-17 Objective: 1. Given a series of paragraphs in class, the student will indicate the technique of development: by accumulation of detail; by reason; by illustration. 75%

pp. 21,22 2. Outside of class the student will write a paragraph of 100 to 200 words built up by illustration. 80%

pp. 62-66 3. In class, the student will write a paragraph of 75-150 words defining a word. 80%

pp. 66-73 4. Outside of class, the student will write three paragraphs of 75-150 words each on the same topic using the techniques of:

pp. 73-75 A. comparison
B. contrast
C. comparison and contrast 70%

5. Given a series of paragraphs in class, the student will indicate the techniques of development: by analogy, by cause and effect, or by accumulation of detail. 80%